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Situating 'the author' within the development and assessment of teaching portfolios

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Situating the author

- within the
development and
assessment of
teaching portfolios

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ICED/ HETLASA 2016

Lecturer

AUTHOR

Curriculum

- Student's experience and perception
- Sources for evaluation

TEXT

Portfolio

- Assessor (formal qualification)
- Reviewer (promotion/tenure/ award)
- Prospective employer

READER

Models of interpretation
Intentionalist
Anti-intentionalist

AUTHOR

TEXT

READER

nominal authenticity

Intentionality



context

Textuality

erosion of canon/convention

responsiveness

Readership

accountability



Dynamic interplay of author, text,
reader in the development of TP

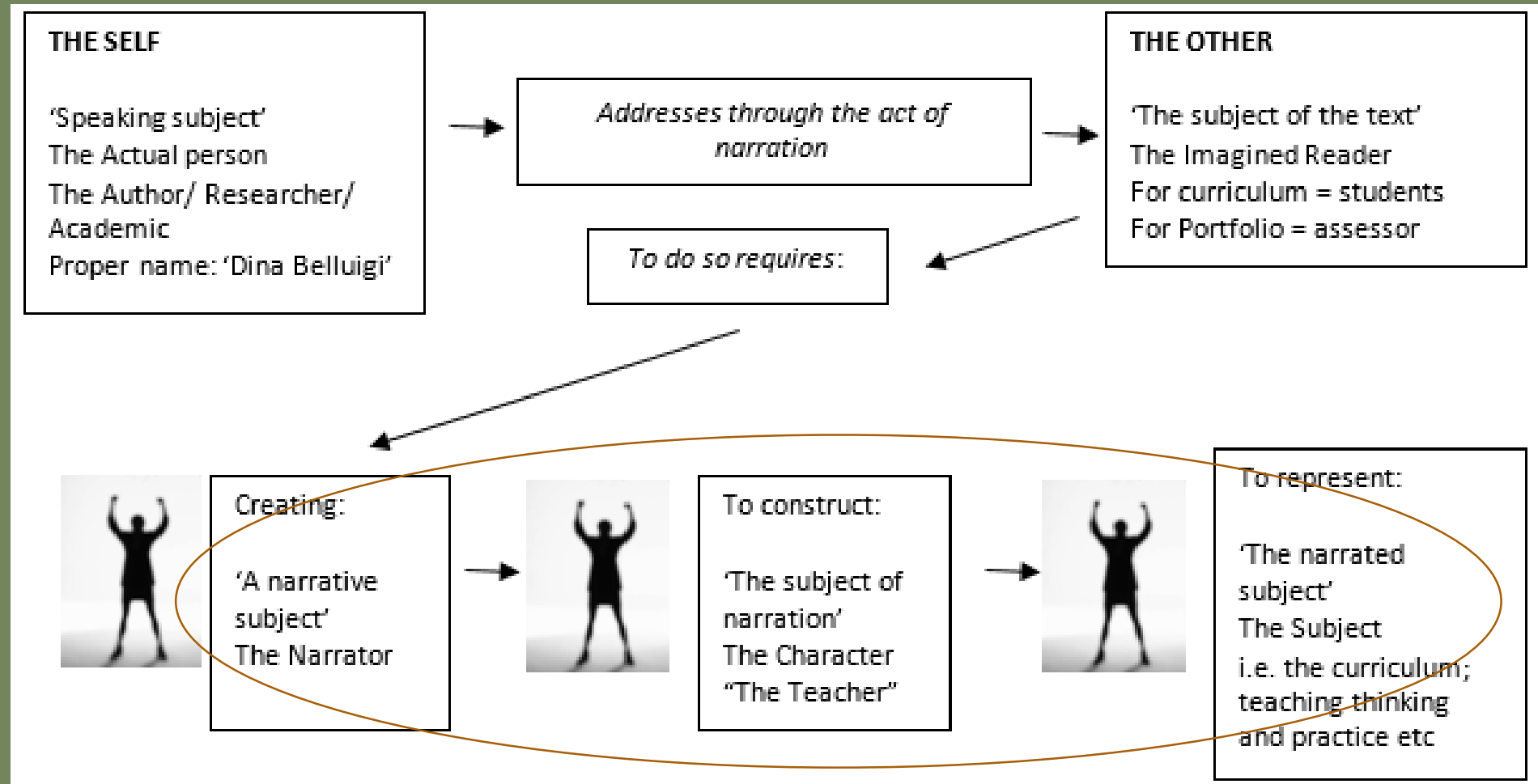


Layers of Narration: Authorial constructions:

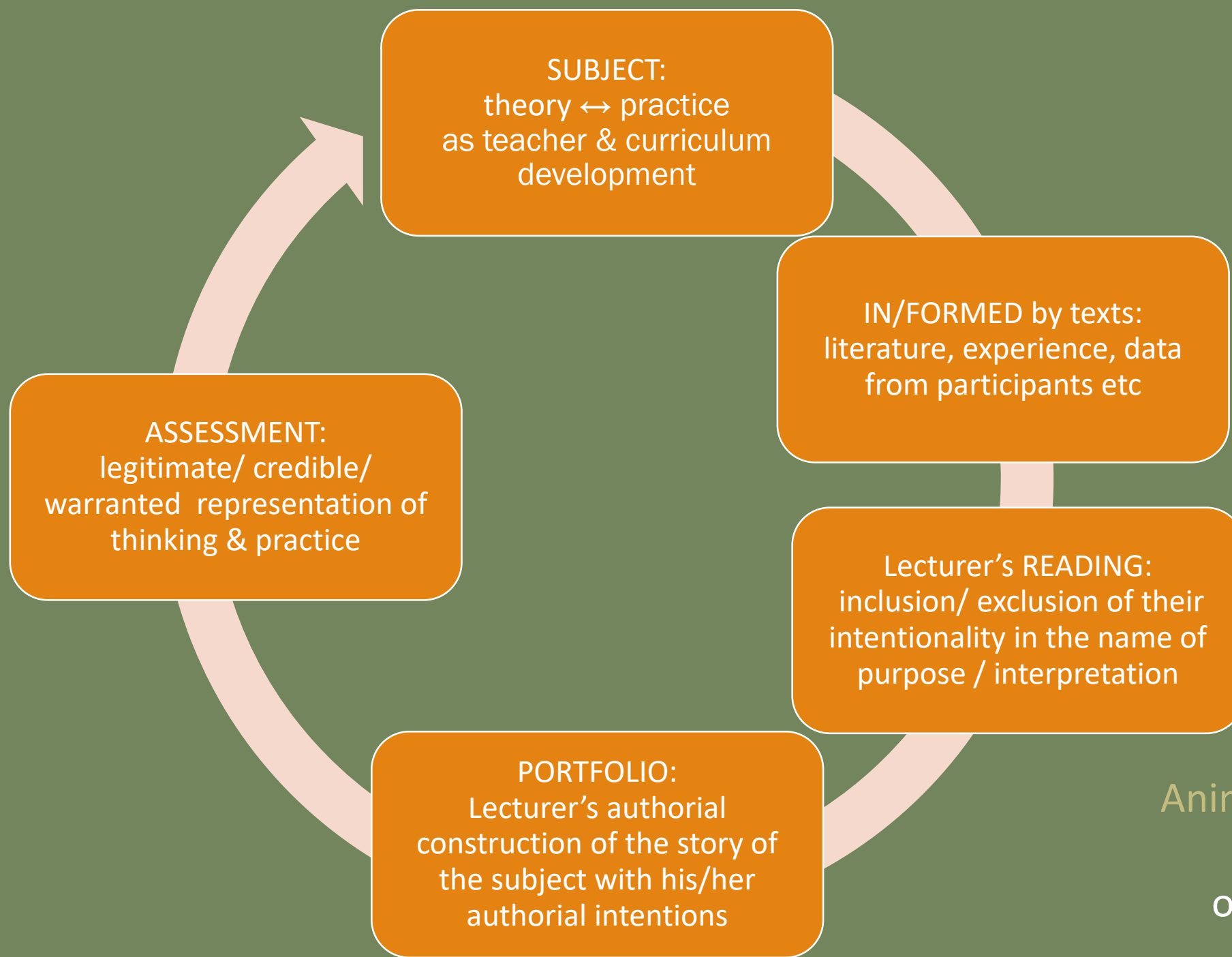
- Subjectivity
- Perspective
- Biography & motivation
- Experience
- Philosophical approaches as researcher/ practitioner
- Knowledge constructions & lenses
- Methodological choices

Unpacking 'layers of narration' (makes reading apparent)

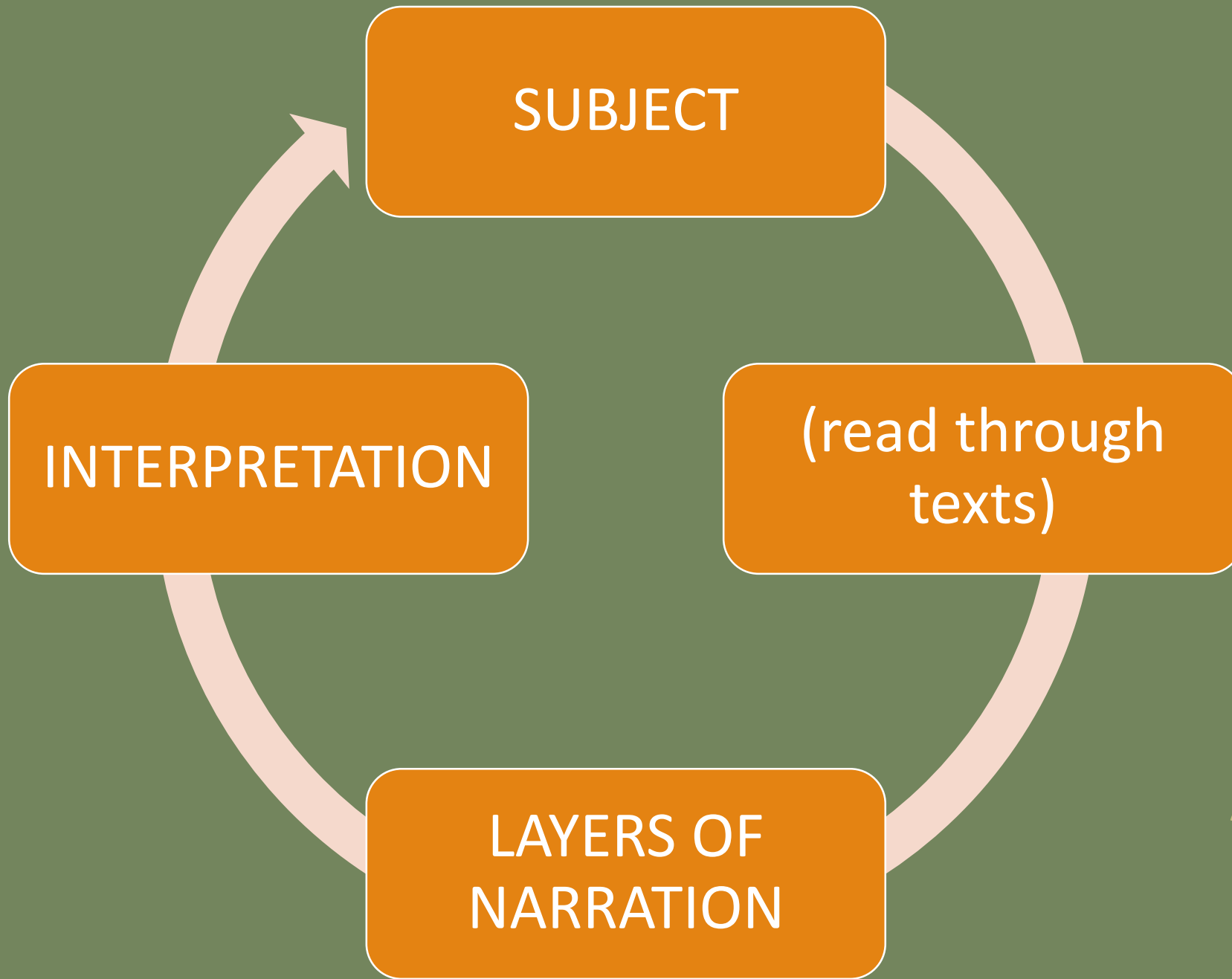
- Authorship as negotiated
- Representations = stories about the world and stories about the self
- Un-writing from within



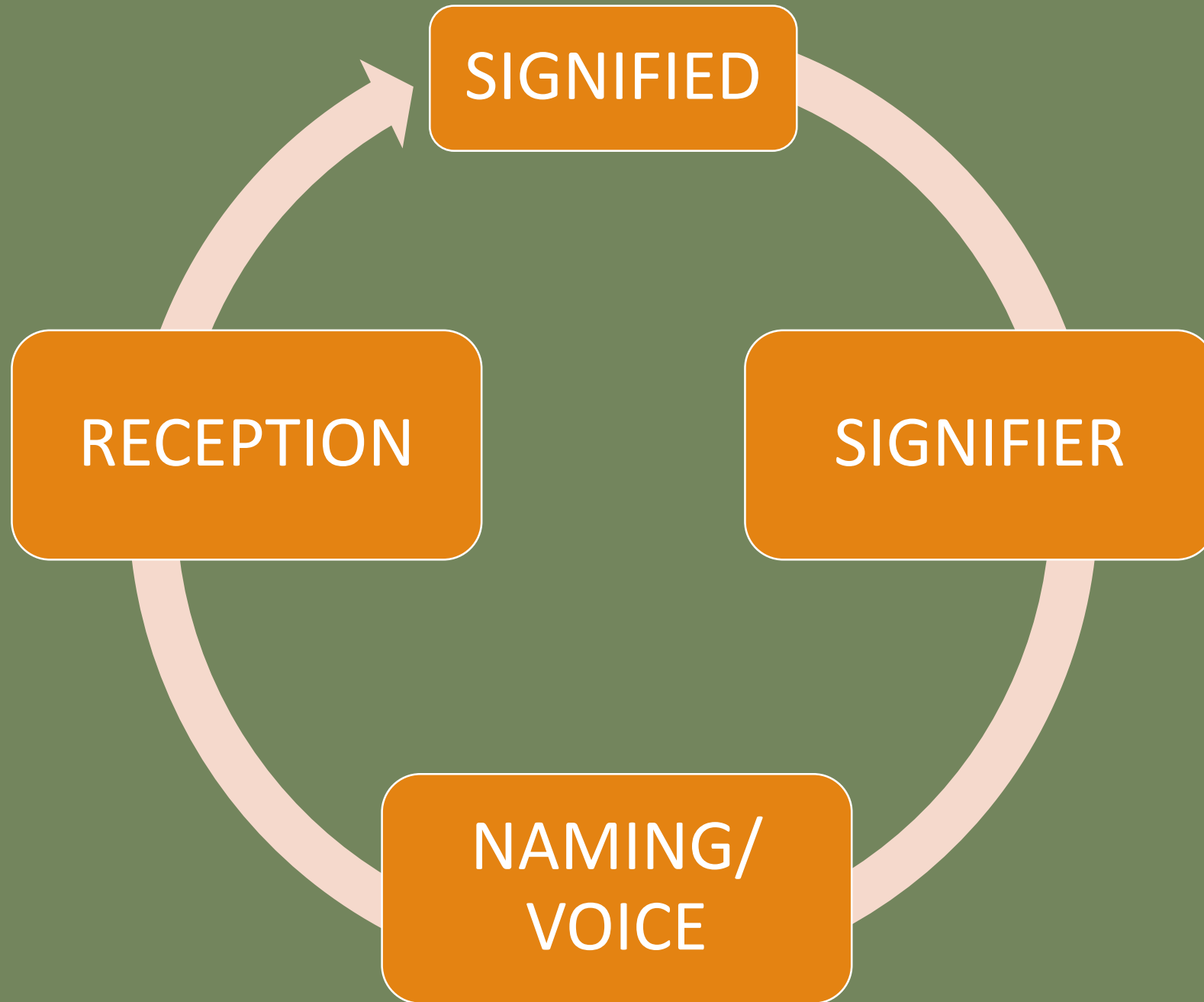
Dynamic interplay of author, text,
reader in the assessment of TP



Animal-bite-animal schema :
The dynamic interaction
of author, text and reader
in the teaching-portfolio



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Situating the author

- Coming to voice as the authorial self
- Questioning the authority of authorship of curriculum
 - Students as co-authors/ collaborators
 - Excavating subject-ivities of the hidden curricula
- The autonomy of the text – curriculum as autonomous/ intertextual/subject
- Readership as a means towards informed situated criticality and reflexivity